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ABSTRACT

This curriculum package on team building is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After an overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in team building for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop the critical thinking and problem-solving skills required to work effectively as team members in work settings. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

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ED 424 465

Patterns for Success: Team Building (P4)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors.* New York: Simon & Schuster Workplace Resources, 1991.

INCLUDING LEARNERS IN THE EDUCATIONAL PROCESS

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the asssessment of the learner's skills and needs which is performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor thereby improving productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

Susan Steck, Project Director
Workforce 2000 Partnership
Enterprise State Junior College
P.O. Box 1300
Enterprise, Alabama 36331

TEL: (334) 393-ESJC extension 226
FAX: (334) 393-6223

Curriculum Guide

Module: Team Building **Author:** Ann Bennett
Job Title: New Hires
General Instructional Objective: Critical Thinking and Problem Solving
Overall Time: 2 hours and 5 minutes

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
IV. 300 Solve problems and arrive at decisions as a team member in a work setting.	15 min.	1.1 Motivational Activity • State Identification Activity • Discuss benefits of teamwork.	U.S. Map and Student Answer Sheet	Completion of Map
	5 min.	1.2 Instructional Activity Discuss the advantages of teamwork.	Chalkboard/Chalk	Creation of List
	5 min.	1.3 Instructional Activity Discuss the stages of team development.	"Team Development" - Handout-adapted from The Team Handbook, by Peter R. Scholtes, p. 4-11 through 4-44, Joiner Associates, Inc., 1988.	Student Examples
	15 min.	1.4 Instructional Activity Discuss characteristics that can help a team succeed.	"Checklist for Successful Teams"- Handout "10 Common Reasons Teams Fail" Handout	Student responses to verbal questions.

Module: Team Building **Author:** Ann Bennett
Job Title: New Hires
General Instructional Objective: Critical Thinking and Problem Solving

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	15 min.	1.5 Instructional Activity Tennis Ball Team Building Activity.	3 tennis balls per team stopwatch	Students ability to develop new methods to increase speed.
	15 min.	1.6 Instructional Activity Discuss how to become a better team member.	"Guidelines for Becoming a Better Team Member" - Handout Adopted From: Pritchett, Price. The Team Member Handbook for Teamwork: Pritchett & Associates, Inc., Dallas, Texas, 1992.	Student responses to discussion.
	25 min.	1.7 Instructional Activity • Complete Puzzle Activity. • Discuss Puzzle Activity.	Puzzle pieces	Teams ability to complete puzzle activity.
	25 min.	1.8 Instructional Activity Rope Square Activity.	Rope Blindfold for each Student	Teams ability to work together to form a square.
	5 min.	1.9 Closure Activity • Review the definitions of key words introduced. • Discuss why teamwork is productive.		Student Response to discussion questions.

Materials Needed

Student Handouts

1. U.S. Map
2. Map answer sheet
3. Team Development
4. Checklist for Successful Teams
5. 10 Common Reasons Teams Fail

Instructor Materials

1. Puzzle Pieces
2. Tennis Balls (3)

Lesson Outline

I. State identification activity

II. Discuss what can make a team succeed or fail

III. Discuss how one can become a better team member

IV. Complete puzzle activity

V. Complete tennis ball activity

VI. Review main concepts and terms

LESSON PLAN

1.1 Motivational Activity- State Identification - 15 minutes

1. Distribute a copy of the United States map (Attachment "map") and a copy of the student worksheet (attachment "map worksheet") to each student. Read the following instructions:
   "Each state on the map in front of you is numbered. Your task is to list the names and capitals of each state listed on your worksheet. **You are to work on this individually!"**

2. Allow time for completion of the worksheet and monitor to make sure that students are working individually.

3. Group learners into groups of three or four.

4. Distribute a copy of the worksheet to each team and instruct students to work together to complete this worksheet as a team. Explain that they all must agree on the name and capital of each state listed on the sheet.

5. Allow time for teams to complete the worksheet.

6. Instruct students to correct the worksheets they did individually as the instructor reads the answers. Ask students to write the number they had correct on the top of the page.

7. Instruct students to correct the worksheets they did as a team as the answers are read again and write the number they had correct at the top of the page.

8. Use the following questions to lead the class in a discussion of the activity.

   a. **Did you have more answers correct as a team or as an individual?**

   b. **Why was your group effort more successful than your individual effort?** (*answers may include: two heads are better than one, able to discuss ideas with other people, different people have lived in different parts of the country, etc)*

   c. **Were you more confident about the answers you gave individually or the answers you gave as a team?**

9. Ask students to define what a team is. If a suitable definition is not provided supply the following definition: Team - " a group of people pooling their skills, talents, knowledge and ideas to work towards a common goal."

1.2 Instructional Activity - Advantages of Teamwork - 5 minutes

1. Ask the teams that worked together on the state identification activity to brainstorm what they think are advantages to working with a team. List advantages given on chart paper or board.

2. Ask teams to share their ideas. Present the following advantages if they were not listed by the teams.
   A. The combining of skills, talents and knowledge. (two heads are better than one)
   B. The mutual support that arises among team members. Members help each other get through difficult times.
   C. Teams can often generate more possible solutions to problems and solve problems quicker.
   D. Synergy - The combined cooperative action or the whole being greater than the sum of its parts.

1.3 Instructional Activity - Stages of Team Development - 5 minutes

1. Discuss that teams must be built and developed . Ask students to think of a time when they were a member of a team. Ask them to keep this experience in mind as we discuss the stages of team development. Discuss the following stages of team development: (Optional handout may be given to students ("Team Development")

Stage One: Forming

In this stage members are getting to know each other and are testing the boundaries of acceptable group behavior. This is a transition stage in which the members are going from individual status to being a member of the team. Ground rules should be discussed and put into effect during this stage.

Stage Two: Storming

This is the panic stage. Members may become frustrated because they believe that the team is not making any progress. They realize the large amount of work that needs to be done and the difficulty of the task, this causes a panic. Interpersonal conflict may arise when "control issues" surface (who's in charge here?) The team leader may be challenge.

Stage Three: Norming

In this stage members realize that they are not going to fail. They accept the team, team ground rules, their role in the team and the individuality of other team members.

Stage Four: Performing

In this stage the team members are more comfortable with each other and are aware of what is expected of them. They are aware of each other's strengths and weaknesses and can now work effectively together.

2. Discuss that it is important to be aware of the stages so that when the "storming" stage is reached the team does not think it has failed. Ask students to think of a time when they were a member of a team and if that team went through the four stages. Discuss students' examples and what they learned from working with this team.

1.4 Instructional Activity - Successful Teams - 15 minutes

1. As a class brainstorm characteristics that make a team successful. List and discuss students' responses.

2. Discuss the following elements that help a team to succeed:
   - All members must understand the purpose and goals of the team.
   - They must work together towards the team goals.
   - All members should be aware of the knowledge, skills and experiences of the other members of the group so that each members' strengths can be utilized.
   - All members must understand their role in the team, their duties and who is responsible for what.
   - All members should be aware of how they communicate and make an effort to communicate clearly.
   - Participation within the team should be balanced. Each member should be involved in group discussions, decisions, and projects. Each member should contribute their skills and knowledge.
   - Members should be willing to try something new.

3. Distribute a copy of "Checklist for Successful Teams" to each student, discuss these points. Pose the following question to students: "If these are characteristics that make a team successful, what are some characteristics that could make a team fail?" Allow students to share their ideas and then distribute a copy of "10 Common Reasons Teams Fail". Discuss these points and how they could be avoided.

1.5 Instructional Activity -Tennis Ball Activity - 15 minutes

1. The purpose of this activity is for the students to work together as a team using the characteristics of successful teams.
2. Tennis ball team building activity. Materials needed: Three tennis balls for each group. (Balls must be numbered 1, 2 and 3) Stop watch.
3. Directions for facilitating activity:
   1) Divide students into groups of fours. (Number in groups may vary)
   2) Instruct students to pass the balls in numerical sequence from person to person. Ask them to establish a pattern for passing the balls. An example would be: Joe passes to Sue, Sue passes to Chris, Chris passes to Linda and Linda passes back to Joe.
   3) Instruct students to practice passing the balls through the order of people they have developed and try to increase their speed.

4) Now present the group with their task. Read the following instructions to the teams: "Pass the balls in numerical sequence, through the order of people you've developed, as fast as possible."
5) Time each group.
6) Encourage teams to reduce their times by making statements similar to, "I had another group complete this task in 4 seconds."

7) Time groups again and encourage teams to look at their task from different angles.

4. Key to Increasing Speed: Some groups may need some guidance to figure out the best way to accomplish the assigned task. Groups should be able to increase their speed by moving the members into position so that one person can pass the balls over or through the hands of each group member. The group leader holds all three balls and passes them over the hands of each team member. The directions state that you can not change the order of people through which the ball is passed but they do not say that the location of the people can not be changed.

5. Use the following questions for discussion:
   1. Did your team communicate?
   2. Were you willing to listen to and try new ideas?

Explain the following to students about the activity:

"In order for your group to succeed you had to communicate to generate different ideas that would increase the groups speed. You also had to be willing to try new ideas to see if they worked."

1.6 Instructional Activity -Becoming a Better Team Member - 15 minutes

1. Explain to students that they should now know some of the characteristics that help teams to succeed, the next step is to discuss what they as an individual can do to be a productive and effective member of any team. Ask students to list characteristics that they feel make a person a good team member. Discuss each of the points below that can make a person a better team member and distribute a copy of "Guidelines for Becoming a Better Team Member."

I. **Communicate with Your Team.**
   A. In order for teams to function effectively all members must know what's going on. You can help your team by sharing accurate, up to date information with your teammates.
   B. Listen to your teammates.
   C. Communicate openly with your teammates.

II. **Do Your Job.**
   A. Know what's expected of you as a member of the team. Know your responsibilities, team standards and deadlines.
   B. Remember that the team is interdependent. What you do will effect the rest of the team.

III. **Do Your Share of the Work.**
   A. Do jobs that need to be done.
   B. Put effort into your job.

IV. **Bring Your Skills to the Team.**
   A. Work to constantly improve your skills and develop new skills. The more skilled you are the more you'll be able to contribute to your team effort.

V. **Produce Quality Work.**
   A. Show self-discipline. Stick to the job and work to the best of your ability.
   B. Do what needs to be done.
   C. Make sure you know what the quality standards are and then stick to those standards.

VI. **Help Anyone Who is New to the Team.**
   A. Get to know new teammates. This will make them feel welcome and it will allow you to figure out what skills and knowledge the new member can contribute to the team.
   B. Give information to any new team member that may help them adjust to the new situation.

VII. **Respect the Diversity of Your Team.**
   A. People have different opinions and ideas. Remember that diversity is one of the advantages of teamwork, so use it to the advantage of the team.

VIII. **Help Your Teammates when they Need Help.**
   A. Be aware of what's going on with the best of your team so you'll know if someone needs help.
   B. Know your teammates' jobs.
   C. Develop your skills so you have the knowledge to help. (Cross train)
   D. Be willing to help.

E. Give your teammates the recognition they deserve.

IX. **Watch How the Team is Functioning.**
By watching how the team works you will be able to see where improvements can be made.

X. **Be Willing to put the "We" Before the "Me".**
A. Don't sell out the groups interests to your own selfish interests.
B. Your teammates must be able to trust you to look out for the team's best interests.

Adapted from: Pritchett, Price. The Team Member Handbook for Teamwork, Pritchett & Associates, Inc., 1992.

1.7 Instructional Activity - Puzzle Activity - 25 minutes

Directions for how to make the puzzles are attached.

Activity Directions

1. Divide the class into teams of fours.

2. Read the following objective to the teams: "Your team task is to use the pieces in your envelopes to create squares of equal size."

3. Explain to students that there are only two rules that must be followed. The first is absolutely no communicating. This means no talking, touching, pointing, gesturing, passing notes, whistling, singing, signing, nodding, or shaking. The second rule is that you may not take pieces from your teammates, you may however give pieces to teammates.

4. Allow teams time to complete the activity. Monitor the class to make sure they are following the two rules. When the team has created five equal squares they have successfully completed the activity.

5. The following questions may be used for discussion after all teams have completed the activity.

   How did you feel while you were involved in this activity? (Answers may include; frustrated, helpless, wanted to communicate, etc.)

   What did this activity tell you about team work?(Answers may include; communication is important, cooperation is important, etc.)

6. Discuss the following main points of the activity with students:
   - Cooperation is an important part of all team work.
   - A team goal can not be achieved if members are only looking out for their own interests.
   - Teamwork often requires more giving than taking.
   - Communication is essential for effective teamwork.

7. Refer students back to the "Becoming a Better Team Member" handout. Ask students which of those points were done by members of their teams during the puzzle activity. The following are possible answers:

   - Did their job and/or did their share of the work.
   - Gave their skills to the team. A team may have had an individual who was very good at working puzzles.
   - Worked to produce quality results. (In this activity quality results are the puzzles of equal size.)
   - Watched how the team was functioning.
   - Respected the diversity of the team by giving different people an opportunity to try putting the pieces together.
   - Help teammates by giving them pieces they needed.
   - Put the "we" before the "me." In this activity this is done by sharing pieces and being more concerned with the group goal than trying to create a square individually.

1.8 Instructional Activity-Rope Square Activity - 25 minutes

1. The purpose of this activity is to give students an opportunity to use the team building skills learned in this lesson. Since students will be blindfolded, communication is essential if the group is to achieve their goal. This activity needs to be done in a large room or outside.

2. Directions: Have students stand in a circle. Then, blindfold each student. Place a piece of the rope (approximately one foot) in each students' hands. Students should now be using both hands, with the left and right hands approximately one foot apart, to hold up the rope. Tie the remaining two ends of the rope together. Students should now be "held together" in the circle with the rope. Now tell students to perform the following actions (these actions serve to disorient students so that they forget where they are in relation to each other):
   1. Take one step to the left.
   2. Take two small steps forward.
   3. Take three steps to the right.
   4. Take one step backward.

3. Read students the following instructions: "The goal of your team is to make a square out of the rope which you are holding. Each team member must continue to hold the rope with both hands, however, you may slide the rope through your hands if you wish. In order to successfully complete your team goal the rope must be in the shape of a perfect square. Remember to use your Communication, Problem Solving and Team Building skills."

4. When the students think they have made a square, instruct them to remove their blindfolds. The team has accomplished their goal if the rope is in a perfect square. Use the following questions for discussion:

    1. Did you have a common team goal and work towards that goal?
    2. Did you communicate openly and courteously with your team?
    3. Did your team cooperate?

    4. Did you select a leader to guide the team?
    5. Did you take individual responsibility for getting the job done?
    6. Were you willing to try a new idea?
    7. Did you watch how the team functioned so that you could suggest ways to improve? What could your team do to improve how it perform?

5. If time permits give students a chance to do this activity again to implement any improvements that were mentioned during the group discussion.

1.9 Closure Activity - 5 minutes

1. Review the definition of a team and the definition of synergy.
    - Team - a group of people pooling their skills, talent, knowledge and ideas to work towards a common goal.
    - Synergy - the whole is greater than the sum of its parts.

2. Discuss why teamwork is productive and why it is necessary.

Stages of Team Development

Stage One: Forming

In this stage members are getting to know each other and are testing the boundaries of acceptable group behavior. This is a transition stage in which the members are going from individual status to being a member of the team. Ground rules should be discussed and put into effect during this stage.

Stage Two: Storming

This is the panic stage. Members may become frustrated because they believe that the team is not making any progress. They realize the large amount of work that needs to be done and the difficulty of the task, which causes panic. Interpersonal conflict may arise when "control issues" surface ("Who's in charge here?"). The team leader may be challenged.

Stage Three: Norming

In this stage, members realize that they are not going to fail. They accept the team, the team ground rules, their role in the team, and the individuality of other team members.

Stage Four: Performing

In this stage the team members are more comfortable with each other and are aware of what is expected of them. They are aware of each other's strengths and weaknesses and can now work effectively together.

CHECK LIST FOR SUCCESSFUL TEAMS

MEMBERS COMMUNICATE OPENLY AND LISTEN TO EACH OTHER.

MEMBERS USE EACH OTHER'S KNOWLEDGE, SKILLS AND EXPERIENCES.

THE TEAM HAS A COMMON GOAL THAT ALL MEMBERS WORK TOWARDS.

MEMBERS RESPECT EACH OTHER AND ARE POLITE.

MEMBERS HELP EACH OTHER.

MEMBERS ARE OPEN TO CONSTRUCTIVE CRITICISM.

MEMBERS COOPERATE AND WORK TOGETHER.

THE TEAM HAS A LEADER WHO GUIDES THE TEAM AND GIVES FEEDBACK.

MEMBERS TAKE INDIVIDUAL RESPONSIBILITY FOR GETTING THE JOB DONE.

MEMBERS ARE FLEXIBLE AND WILLING TO TRY SOMETHING NEW.

10 COMMON REASONS TEAMS FAIL

1. POOR OR LACK OF COMMUNICATION. MEMBERS DO NOT LISTEN TO EACH OTHER.

2. GOALS ARE NOT SET AND MEMBERS DO NOT KNOW WHAT THEY ARE SUPPOSE TO DO.

3. THE TEAM FAILS TO MAKE DECISIONS.

4. ONE OR TWO MEMBERS CONTROL ALL TEAM DISCUSSIONS AND DECISIONS.

5. MEMBERS DO NOT PARTICIPATE OR CONTRIBUTE TO THE GROUP. MAY BE A SHY PERSON.

6. CRITICISM OF OTHER MEMBERS.

7. NO TEAM LEADER OR EVERYONE TRYING TO BE BOSS.

8. MEMBERS OFTEN LOSE THEIR TEMPERS.

9. THE TEAM DOES NOT HAVE TIME TO PLAN.

10. LACK OF COOPERATION AMONG TEAM MEMBERS.

PUZZLE ACTIVITY- Directions for how to make puzzles.

Puzzles should be made out of tag-board or thick paper.

1) Cut tag-board into 5 inches x 5 inches squares.

2) Draw the following patterns onto the squares.

3) Number the back of each puzzle piece, number pieces 1-4. Numbers are used only to make sure that pieces are put back in the proper envelope at the end of the activity.

4) Cut on the lines in each square.

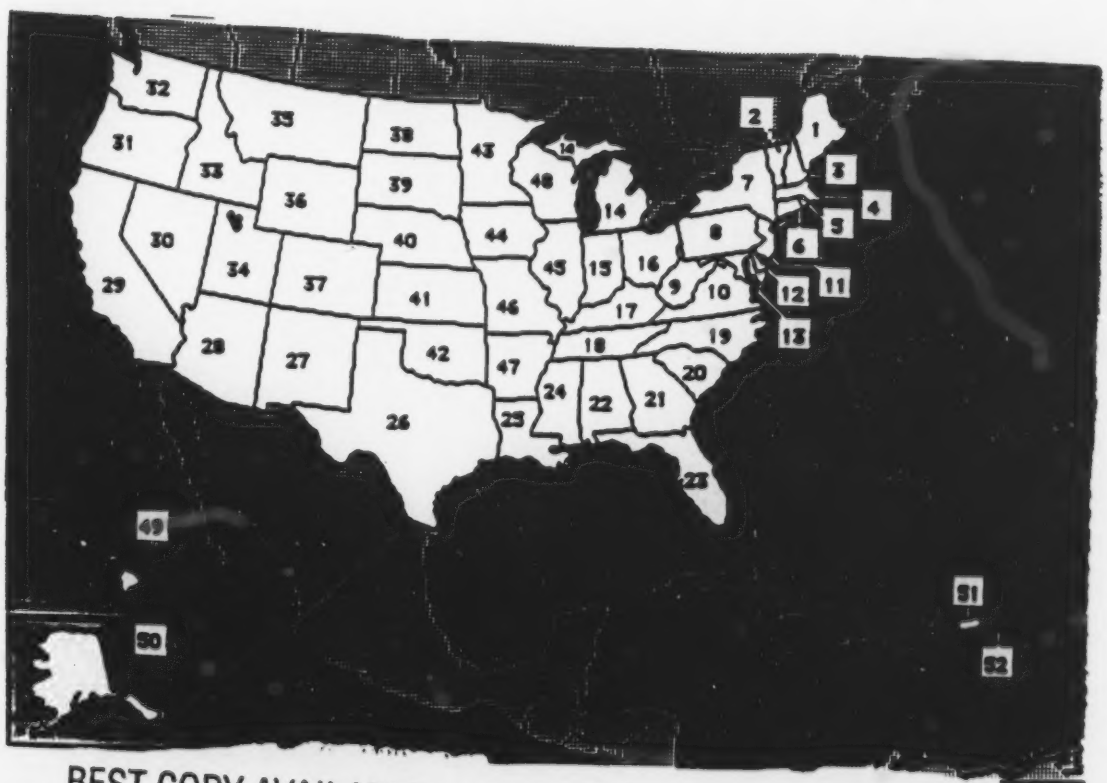
5) Number four envelopes 1-4. Place all pieces numbered 1 in the enveloped numbered 1. Do the same for 2-4.

You will need 1 set of puzzles for each group of four students in the class.

U.S. Map Activity

Directions: Using the map below, identify and name the capital of each state.

State #	State Name	State Capital
23		
21		
28		
31		
33		
1		
20		
14		
30		
48		



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U.S. Map Activity--Answer Key

Directions: Using the map below, identify and name the capital of each state.

State #	State Name	State Capital
23	FLORIDA	TALLAHASSEE
21	GEORGIA	ATLANTA
28	ARIZONA	PHOENIX
31	OREGON	SALEM
33	IDAHO	BOISE
1	MAINE	AUGUSTA
20	SOUTH CAROLINA	COLUMBIA
14	MICHIGAN	LANSING
30	NEVADA	CARSON CITY
48	WISCONSIN	MADISON

ALL FOR ONE AND ONE FOR ALL!!

GUIDELINES FOR BECOMING A BETTER TEAM PLAYER

1) Communicate with your teammates. Be courteous, open and honest.
2) Do your job. Know what is expected of you and do it.
3) Do your share of the work.
4) Work to improve your skills and develop new skills. This will help you and your team!
5) Produce quality work.
6) Help members new to the team.
7) Respect the diversity of your team.
8) Help your teammates when they need help.
9) Watch how your team functions and look for ways to improve it.
10) Be willing to put the "we" before the "me".

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

Name of Course: Team Building
Date of Course: _____

Name: _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• **Improve skills for current job**	Solve problems and arrive at decisions as a team member in a work setting	1. Motivational Activity - State Identification Activity 2. Mini-Lecture - Advantages of teamwork		
• **Improve skills for changing technology/ future jobs**		3. Mini-Lecture - Stages of teamwork 4. Mini-Lecture - Characteristics of successful teams		
• **Improve problem solving/critical thinking**		5. Applied Practice - Tennis Ball Team Building Activity 6. Mini-Lecture - How to Become a Better Team Member		
		7. Applied Practice - Puzzle Activity 8. Applied Practice - Rope Square		
		9. Closure - a. Review keywords b. Discuss why teamwork is productive		

_____ _____
Employee Signature Date Instructor Signature